



MONTANA Title I Even Start Programs Quality Rating Rubric

Instructions: Monitors should move from left #0 (needs assistance) to right #5 (excelling) when making monitoring decisions. If any part of the description in the first category (needs assistance) applies, the monitor should make that the rating for the item. A final rating should be based upon which category best describes the program's current status.

Identification and Recruitment of Families Most in Need of Even Start Services

How well does the project identify and recruit families most in need of Even Start services?

0	1	3	5
Project has no definition of "most in need" beyond income guidelines.	<p>Project has minimal definition of program "most in need"</p> <ul style="list-style-type: none">Recruitment efforts occur only a portion of the year <p>OR</p> <ul style="list-style-type: none">No recruitment plan exists indicating a lack of targeting of a specific population <p>OR</p> <ul style="list-style-type: none">Project minimally considers most in need population when making program decisions <p>OR</p> <ul style="list-style-type: none">Project uses first come, first served methodology for handling wait lists <p>OR</p> <ul style="list-style-type: none">Project fails to meet 3 of the 4 indicators of following column	<p>Project identifies and recruits those families "most in need."</p> <ul style="list-style-type: none">Program definition of most in need includes low income, low adult literacy and low English language skillsRecruitment is ongoingThe program maintains a wait list of families and continues contact with them throughout the yearThe program consults annually with non-public schools to identify eligible participants and offer services	<p>Project effectively identifies and recruits families most in need of services.</p> <ul style="list-style-type: none">Project meets all four indicators of previous column <p>AND at least three of the following:</p> <ul style="list-style-type: none">There are <i>written policies</i> and procedures for identification, recruitment and screening of participants most in need of Even Start services including a description of how need indicators are weighted and rankedMost in need indicators include individual, community-based need related factors beyond education levels and incomeIndicators of need are used to manage wait lists rather than using a first come, first served systemProgram uses a variety of methods and resources for recruitmentCurrent and past program participants play a planned role in recruiting families

SEC 1235 (1): include the identification and recruitment of families most in need of services provided under this subpart, as indicated by a low level of income, a low level of adult literacy or English language proficiency of the eligible parent or parents, and other need-related indicators;

COMMENT:

Screening and Preparation of Participants

How well does the project screen and prepare parents and children to enable full participation in Even Start activities and services?

0	1	3	5
Project has no procedures for screening and/or preparation of program participants.	<p>Project uses minimal screening and preparation procedures.</p> <ul style="list-style-type: none"> Orientation and program description occur after participants are enrolled <p>OR</p> <ul style="list-style-type: none"> Project informs families regarding commitment required for participation, but requests no written agreement from participants <p>OR</p> <ul style="list-style-type: none"> Project fails to meet at least 4 of the 5 indicators in following column 	<p>Project uses effective screening and preparation procedures.</p> <ul style="list-style-type: none"> <i>Pre-enrollment</i> activities include a screening process Program documents that participants are fully informed regarding all components of Even Start prior to enrollment The screening process includes gathering information to determine participant eligibility Assessment data is collected within the first 2 weeks of participation in the program Participants sign commitment contracts outlining requirements of participation as well as attendance policies 	<p>Project fully screens and prepares participants for full participation in Even Start activities and services.</p> <ul style="list-style-type: none"> Project meets all five indicators of the previous column <p>AND at least two of the following:</p> <ul style="list-style-type: none"> Participants are provided with both a pre-enrollment screening visit in the home and an orientation process after enrollment to become familiar with program activities and policies Program has <i>written policies and procedures</i> related to attendance and participation Solutions to participation barriers are sought before the family begins the program Assessment data is collected on both children and adult participants prior to enrollment and used for planning and determining need

SEC 1235 (2): ...include screening and preparation of parents, including teenage parents, and children to enable those parents and children to participate fully in the activities and services provided under this subpart, including testing, referral to necessary counseling, other developmental and support services, and related services;

COMMENT:

Flexible Scheduling and Support Services

How well does the project accommodate participants' work schedules and other responsibilities?

0	1	3	5
No accommodations made for adjustments in schedule or other responsibilities.	<p>Minimal accommodations are made to adjust for participant schedules and responsibilities.</p> <ul style="list-style-type: none"> Information regarding available resources (for example, bus schedules) is shared with participants without assisting the participant in accessing related resources <p>OR</p> <ul style="list-style-type: none"> Project meets only 1 indicator in the following column 	<p>Project is designed to accommodate participants' work schedules and other responsibilities.</p> <ul style="list-style-type: none"> Class scheduling is flexible to optimize family participation Some support services (for example, child care, transportation, and/or meals) are provided to assist participants in accessing services 	<p>Project provides a high level of flexibility to accommodate participants' schedules and responsibilities.</p> <ul style="list-style-type: none"> Project meets <i>all</i> indicators in the previous column <p>AND at least two of the following:</p> <ul style="list-style-type: none"> All support services are provided either directly through the agency or through written agreements with community partner agencies Program includes weekend and evening hours to accommodate working schedules Program has some redundancy or repetition built into the schedule of offered activities to enhance access Staff meet regularly to address the individual progress and needs of the families

SEC 1235 (3)...be designed to accommodate the participants' work schedule and other responsibilities, including the provision of support services, when those services are unavailable from other sources, necessary for participation in the activities assisted under this subpart, such as – (A) scheduling and locating of services to allow joint participation by parents and children; (B) child care for the period that parents are involved in the program provided under this subpart; and (C) transportation for the purpose of enabling parents and their children to participate in programs authorized by this subpart;

COMMENT:

High Quality, Intensive Instructional Programs

How well does the program provide high-quality, intensive instructional programs?

0	5	10	15
<p>Program does not provide sufficient hours to provide intensive instruction that leads to effective program outcomes.</p>	<p>Minimal intensity is provided without full integration of each of the four Even Start components.</p> <ul style="list-style-type: none"> Each component is provided but as separate programs without integration among subject or activities <p>OR</p> <ul style="list-style-type: none"> Instructional plans rely on packaged materials and curricula without consideration of how they relate to each of the component areas <p>OR</p> <ul style="list-style-type: none"> Monthly hours fall far short (20% or more) of the minimum expected (60 hrs/month AE; 65 hrs/month ECE; 20 hrs/month Parent Ed) <p>OR</p> <ul style="list-style-type: none"> Project fails to meet at least 4 of the 5 indicators in following column 	<p>Project provides an integrated, intensive instructional program.</p> <ul style="list-style-type: none"> Monthly hours offered approach (within 5 hours/month) the minimum expected hours of intensity Instruction among components is integrated through the use of team planning strategies Planning meetings are held as part of the staff's regular routine Home instruction is integrated with the four components and used as time to practice skills from the classroom setting Early Childhood classrooms are licensed through DHS 	<p>Project provides a high level of intensity and integration among all four components and program makes specific connections across program components.</p> <ul style="list-style-type: none"> Project meets <i>all</i> indicators in previous column <p>AND at least three of the following:</p> <ul style="list-style-type: none"> Family events are inclusive of all family Staff development is conducted jointly so there is clear cross-component training and understanding among staff Early Childhood classrooms are accredited with an accrediting agency recognized by the State Staff have frequent opportunities and time to plan together and with <i>parents</i>

SEC 1235 (4) ...include high-quality, intensive instructional programs that promote adult literacy and empower parents to support the educational growth of their children, developmentally appropriate early childhood educational services, and preparation of children for success in regular school programs;

COMMENT:

Staff Qualifications

How well does the project meet the requirements for highly qualified staff?

0	5	10	15
Staff do not meet the qualifications necessary to perform the duties of the position.	<p>Staff meet minimal state requirements for providing service delivery.</p> <p><i>Two or more</i> of the following are true:</p> <ul style="list-style-type: none"> Only 51-60% of staff hired prior to 12/1/04 and paid for in whole or in part by Even Start funds meet the required qualifications of Even Start staff (see page 18 of Even Start guidance for list of required qualifications) Staff not paid in whole or in part by Even Start funds meet the minimum requirements of the funding program (for example, Head Start staff do not hold the higher requirement listed, i.e. 50% of staff must hold an AA degree, but a Head Start teacher in Even Start holds the lesser of the requirement) Program administrator has the qualifications necessary but has not received training on administration of an Even Start program <p>OR</p> <ul style="list-style-type: none"> Program fails to meet at least 4 of the 5 indicators in the following column 	<p>Staff are considered “highly qualified***” for their positions.</p> <ul style="list-style-type: none"> Many (61% or more) of the staff hired prior to 12/1/04 and paid for in whole or in part by Even Start funds meet the required qualifications All staff hired after 12/1/04 and paid for in whole or in part with Even Start funds meet the necessary qualifications All staff paid for <i>in whole</i> by a non-Even Start source meet the highest level requirement of the funding source’s program standards All paraprofessionals hold a minimum of a high school diploma or if part of a school-wide Title I project hold a minimum of an AA degree, 60 credits of higher education coursework, or demonstrates knowledge by passing a state approved assessment test All staff have received the required training 	<p>Staff are considered “highly qualified***” and demonstrate a high level of expertise in their field.</p> <ul style="list-style-type: none"> Project meet <i>all</i> indicators from previous column <p>AND at least <i>one</i> of the following:</p> <ul style="list-style-type: none"> Early Childhood Education instructional staff currently hold the ECE certification or endorsement At least 50% of the staff are seen as experts in their fields as demonstrated by additional certifications, credentials or endorsements (such as NCFL trained, graduate level degrees, or other evidence of additional qualifications)

SEC 1235 (5)...with respect to the qualifications of staff the cost of whose salaries are paid, in whole or in part, with Federal funds provided under this subpart, ensure that: ...(A) personnel hired to provide academic instruction – (i) have obtained an associate’s, bachelor’s, or graduate degree in a field related to early childhood education, elementary school or secondary school education, or adult education; and (ii) if applicable, meet qualifications established by the State for early childhood education, elementary school or secondary school education, or adult education provided as part of an Even Start program or another family literacy program;

***The term **highly qualified** means simply that the staff working in an Even Start project are well-qualified and clearly meet or exceed the minimum requirements of Even Start legislation.

COMMENT:

Staff Training

How well does the project assure the appropriate and effective training of staff?

0	5	10	15
Staff do not receive the training necessary to develop the skills for working with Even Start participants.	<p>Staff receive minimal training necessary to develop the appropriate skills for working well with Even Start participants.</p> <ul style="list-style-type: none"> Staff attend training informing them of the goals of Even Start and its implementation <p>AND</p> <ul style="list-style-type: none"> Staff attend training specific to their instructional area <p>AND</p> <ul style="list-style-type: none"> Staff training is documented <p>OR</p> <ul style="list-style-type: none"> Project fails to meet one of the indicators in the following column 	<p>Staff receive the training necessary to develop the skills necessary to work effectively with Even Start participants.</p> <ul style="list-style-type: none"> Staff attend training as a team to further encourage learning in all areas of Even Start services <p>AND</p> <ul style="list-style-type: none"> Staff are trained in areas that address effective instructional strategies based on scientifically-based research and intended to improve participant outcomes 	<p>Staff receive extensive training, coaching and mentoring to assure the highest level of skills are developed so that all personnel work effectively with Even Start participants.</p> <ul style="list-style-type: none"> Project meets <i>all</i> indicators in the previous column <p>AND at least 3 of the following:</p> <ul style="list-style-type: none"> Staff assist in identifying their training needs and participate in the planning of professional development activities Training is systematic and ongoing, professional development consists of more than attendance at workshops and conferences Training and development includes personnel from partner agencies Staff development decisions are derived from a need identified through the self-assessment and/or program evaluation process

SEC 1235 (6)...include special training of staff, including child-care staff, to develop the skills necessary to work with parents and young children in the full range of instructional services offered through this subpart;

COMMENT:

Home Based Instructional Services

How well does the project provide for home-based services to families?

0	1	3	5
Project does not provide home-based instructional services.	<p>Project provides minimal home-based instructional services.</p> <ul style="list-style-type: none"> Home visits occur, but are infrequent (only once or twice a year) <p>OR</p> <ul style="list-style-type: none"> Home visits are provided as an added activity versus as an integrated extension of the center-based program <p>OR</p> <ul style="list-style-type: none"> Home visits are social service in nature rather than instructional <p>OR</p> <ul style="list-style-type: none"> The parent is more of an observer than a participant during home visits <p>OR</p> <ul style="list-style-type: none"> The project fails to meet at least 3 of the indicators in the following column 	<p>Project provides sufficient home based services on a regular basis.</p> <ul style="list-style-type: none"> Home visits occur with most (75%) families a minimum of once each month Home visits focus on lessons designed to improve the literacy skills of the parents and/or their children and encourages participants' understanding that the home is a child's first classroom Parents have an active role in designing the structure and goals of the home visit Home visits are individualized to the needs of each family 	<p>Project provides high quality, extensive home-based services.</p> <ul style="list-style-type: none"> Project meets <i>all</i> indicators from the previous column <p>AND at least two of the following:</p> <ul style="list-style-type: none"> Instructional home visits are integrated with all other program components Staff use home visits as an opportunity to provide other resources and referrals (though not seen as the goal or objective of the visit) Staff use home visits to further educate parents on how to observe their children's growth and development Home visits are coordinated with other service providers working with the family

SEC 1235 (7)...provide and monitor integrated instructional services to participating parents and children through home-based programs;

COMMENT:

Year-Round Services

How well does the project provide year-round services?

0	1	3	5
Project does not provide services year-round.	<p>Project provides minimal services on a year-round basis.</p> <ul style="list-style-type: none"> Activities in the summer months consist mostly of recreational type events and field trips <p>OR</p> <ul style="list-style-type: none"> The program allows for more than 5 consecutive weeks of a break in instruction <p>OR</p> <ul style="list-style-type: none"> The project fails to meet at least two of the indicators in the following column 	<p>Project provides sufficient services year-round.</p> <ul style="list-style-type: none"> Activities in the summer are consistent with the goals of Even Start (improvement of academic achievement of parents and their children, especially in reading) No more than 5 consecutive weeks occur with a break in instruction Activities in the summer include instructional and enrichment 	<p>Project provides high quality, year-round services.</p> <ul style="list-style-type: none"> Project meets <i>all</i> indicators in the previous column <p>AND at least one of the following:</p> <ul style="list-style-type: none"> No more than 2 consecutive weeks occur with a break in instruction Summer activities are full-service and integrate all four Even Start components

SEC 1235 (8)...operate on a year-round basis, including the provision of some program services, including instructional and enrichment services, during the summer months;

COMMENT:

Coordination with Other Programs

How well does the project coordinate with relevant programs and agencies?

0	1	3	5
Project does not coordinate with other programs or agencies.	<p>Project provides minimal coordination with other programs or agencies.</p> <p>Project meets any <i>two</i> of the following:</p> <ul style="list-style-type: none"> • Program identifies some partner agencies in the community but obvious omissions of important relationships (i.e. not partnering with a local Head Start project) are evident • Key staff of partners are unaware of their connection to Even Start (i.e. school principals) • Project provides duplicative services already available in the community • Collaborations are limited to access and referral only <p>OR</p> <ul style="list-style-type: none"> • Project fails to meet at least three of the indicators in the following column 	<p>Project provides sufficient coordination with other programs and agencies.</p> <ul style="list-style-type: none"> • The program has written agreements with each partner or collaborating agency • Partners participate in the design and planning of the Even Start project • Collaborations occur with key agencies that directly relate to the goals of Even Start (i.e. Head Start, School Title I offices, etc) • Project administration meet with partner agencies on a regular (at least 2x/year) basis 	<p>Project provides high quality coordination with other programs and agencies.</p> <ul style="list-style-type: none"> • Project meets <i>all</i> indicators in the previous column <p>AND at least one of the following:</p> <ul style="list-style-type: none"> • Project partners with multiple providers of early childhood and adult education • Families share a role in identifying partnerships

SEC 1235 (9)...be coordinated with – (A) other programs assisted under this Act; (B) any relevant programs under the Adult Education and Family Literacy Act, the Individuals with Disabilities Education Act, and Title I of the Workforce Investment Act of 1998; and (C) the Head Start program, volunteer literacy programs and other relevant programs;

COMMENT:

Instructional Programs Based on Scientifically Based Reading Research

How well does the project assure the use of instructional strategies based on scientifically based reading research?

0	1	3	5
Project does not curriculum or strategies based on knowledge gained through scientific research.	<p>Project occasionally uses strategies and curricula based on scientifically based reading research.</p> <ul style="list-style-type: none"> Project partially implements a literacy curriculum focusing on only portions of language of literacy development (i.e. doesn't follow curricular format, doesn't include all elements of reading instruction, doesn't provide instruction in the chronology suggested by the curriculum) <p>OR</p> <ul style="list-style-type: none"> Chosen curriculum addresses only portions of literacy development (i.e. print awareness but not phonological awareness) <p>OR</p> <ul style="list-style-type: none"> Project fails to meet at least one of the indicators in the following column 	<p>Project implements the use of instructional strategies based on scientifically based reading research.</p> <ul style="list-style-type: none"> Program has a chosen curriculum that addresses all areas of literacy development (or a curriculum with a portion of the elements and supplemented with additional activities or curricula) Staff fully integrate reading and literacy instruction throughout program components 	<p>Project consistently and effectively uses instructional strategies in all academic areas that are based on scientifically researched teaching and learning.</p> <ul style="list-style-type: none"> Project meets <i>all</i> indicators from the previous column <p>AND at least one of the following:</p> <ul style="list-style-type: none"> Staff plan and implement literacy focused activities in daily lessons in addition to those outlined in a packaged curriculum Staff plan and implement literacy focused activities using ongoing assessment of individual learning.

SEC 1235 (10)...use instructional programs based on scientifically based reading research for children and adults, to the extent that research is available;

COMMENT:

Attendance and Retention

How well does the project address issues of attendance and retention of participants?

0	1	3	5
Project plays no role in encouraging consistent attendance and retention of participants.	<p>Project provides minimal support to families to encourage attendance and retention of program participants.</p> <p>Project meets any <i>two</i> of the following:</p> <ul style="list-style-type: none"> • Attendance is inconsistent among participants and/or uneven across components • Enrollment decreases by more than 30 % during the summer months • Program does not provide any support services to assist with access to the program (for example, child care, transportation, or meals) • Program makes little effort to communicate with families who are not actively participating (less than 2 attempts to contact family) <p>OR</p> <ul style="list-style-type: none"> • Project fails to meet <i>at least three</i> of the indicators in the following column 	<p>Project provides sufficient encouragement to families to support consistent attendance and maintain program enrollment.</p> <ul style="list-style-type: none"> • Program has determined what is reasonable attendance for a family to achieve its educational goals • Program works with families to determine what is needed to allow them to be active participants • Program has a written policy and procedure of which participants are aware for transitioning families that are unable to continue consistent participation into a more suitable program • Most families (60% or more) stay in the program long enough (at least 6 months) to meet significant goals they have set 	<p>Project provides a high level of support and encouragement so that families attend consistently and continue their enrollment.</p> <ul style="list-style-type: none"> • Project meets <i>all</i> of the indicators from the previous column <p>AND at least two of the following:</p> <ul style="list-style-type: none"> • Program has specific written policies concerning enrollment, attendance, and continuing eligibility that all staff can articulate • Program has written exit policies • Program uses delivery strategies that are flexible and convenient for families and adapt to the changing needs of the individual families • Program conducts ongoing self-assessment to identify patterns in retention and inform program planning

SEC 1235 (11)...encourage participating families to attend regularly and to remain in the program a sufficient time to meet their program goals;

COMMENT:

Reading Readiness Activities Based on Scientifically Based Reading Research

How well does the project implement effective reading readiness activities?

0	5	10	15
Project does not provide reading readiness activities based on scientifically based reading research.	<p>Project implements minimal or poor reading readiness activities.</p> <p>Project meets any <i>two</i> of the following:</p> <ul style="list-style-type: none"> Activities are limited to traditional school readiness (worksheets, kill and drill, direct instruction) or group activities All children do the same thing at the same time for much of the day Children are not encouraged to talk to adults or peers (children are not provided opportunities through question and conversation strategies, or teacher/adult responsiveness is low so as not to encourage language development) Classroom displays are mostly commercial products rather than child created Little environmental print is available Few materials are available for drawing and writing (or only available in one or two areas) Staff rely on packaged materials and curricula rather than basing instruction on progress monitoring of children <p>OR</p> <ul style="list-style-type: none"> Project fails to meet <i>at least three</i> of the indicators in the following column 	<p>Project provides sufficient reading readiness activities that promote children's development emergent reading skills and prepares them for learning in kindergarten.</p> <ul style="list-style-type: none"> Classroom provides a print rich environment both in variety <i>and</i> quantity (books, labels, children's own pre-writing attempts) Teachers provide a balance of reading readiness activities including oral language development, phonological awareness, print awareness, and alphabetic principle Early Childhood Staff receive intensive and ongoing professional development related to early literacy that includes mentoring and coaching in the classroom Staff use ongoing progress monitoring of children's development to guide instruction of reading readiness 	<p>Project provides high quality reading readiness activities that result in strong outcomes for children.</p> <ul style="list-style-type: none"> Project meets <i>all</i> indicators from the previous column <p>AND <i>at least two</i> of the following:</p> <ul style="list-style-type: none"> Staff use questioning and scaffolding strategies to encourage the use of reasoning and problem-solving skills and provide children with opportunities to learn vocabulary related to function and properties of objects, classification, and grouping of materials Books and other reading materials are abundant (at least 2/child; provide variety of genre and subject) and easily accessible to children (i.e. not in an office or on a high shelf or in a teacher's cabinet) Staff explicitly teach (teach with intention) phonological awareness and assist children in understanding the connection between speech and print

SEC 1235 (12); include reading readiness activities for preschool children based on scientifically based reading research, to the extent available, to ensure that children enter school ready to learn to read;

COMMENT:

Continuity of Services

How well does the project promote continuity of Even Start services?

0	1	3	5
Project does not promote the continuity of Even Start services.	<p>Project minimally promotes continuity among Even Start services.</p> <p>Project meets any <i>two</i> of the following:</p> <ul style="list-style-type: none"> • Little time (only 1 or 2 lessons) is devoted to creating or discussing transition plans for children moving into kindergarten • Program relies on other agencies, such as the school, to initiate and coordinate transition activities • Families discontinue participation at points of transition • Transitions are viewed as single events rather than as an ongoing process as demonstrated by transition activities only occurring at a single time point in the year <p>OR</p> <ul style="list-style-type: none"> • Project fails to meet <i>at least two</i> of the indicators in the following column 	<p>Project sufficiently promotes continuity of service delivery.</p> <ul style="list-style-type: none"> • Even Start staff have periodic (at least 1/quarter) conversations with parents and teachers in other programs to which children are transitioning • Even Start staff provides information on children's progress and supplemental services to receiving staff • Program has written policies and procedures on transitioning children and parents from one program to another 	<p>Project provides a high level of continuity of services.</p> <ul style="list-style-type: none"> • Project meets <i>all</i> of the indicators from the previous column <p>AND at least one of the following:</p> <ul style="list-style-type: none"> • Staff and parents create a written transition plan for each family • Even Start and partner agencies work together to transition families between services and programs

SEC 1235 (13)...if applicable, promote the continuity of family literacy to ensure that individuals retain and improve their educational outcomes;

COMMENT:

Local Independent Evaluation

How well does the project assure the use of a local independent evaluation to make program improvements?

0	1	3	5
Project does not conduct local independent evaluation.	<p>Project minimally considers local evaluation to design program improvements.</p> <ul style="list-style-type: none"> Local evaluation does not include analysis of participant outcomes in determining effectiveness of the project <p>OR</p> <ul style="list-style-type: none"> Local evaluation questions are not designed collaboratively between the evaluator and the project administration <p>OR</p> <ul style="list-style-type: none"> Evaluation results are not considered when making programmatic decisions <p>OR</p> <ul style="list-style-type: none"> Program fails to meet <i>at least three</i> of the indicators in the following column 	<p>Project conducts program evaluation and utilizes the evaluation to inform program planning and decision making.</p> <ul style="list-style-type: none"> Local evaluation is conducted annually Local evaluation includes information on participant outcomes Evaluation includes recommendations for improvement of program outcomes and service delivery Local evaluation questions are designed collaboratively and used to inform program planning 	<p>Project conducts a high quality program evaluation and effectively uses the results to improve Even Start services.</p> <ul style="list-style-type: none"> Program meets <i>all</i> indicators from the previous column <p>AND at least one of the following:</p> <ul style="list-style-type: none"> Local evaluation includes both quantitative and qualitative data and information Decisions and changes to program implementation are made based on results from the local evaluation

SEC 1235 (15)...provide for an independent evaluation of the program, to be used for program improvement;

COMMENT:

Fiscal Management & Administrative Practices

How effective does the program manage its manage Even Start resources?

0	1	3	5
<p>Program has no record of accounting practices, cash management.</p> <p>Program is talking indirect costs from Even Start program.</p>	<p>Program has minimal accounting practices.</p> <p>-Audit report incomplete or indicates inconsistencies in use of federal funds.</p> <p>OR</p> <ul style="list-style-type: none"> Budget does not include in-kind contributions Procedures for computation and documentation of in-kind and/or cash is unclear <p>OR</p> <ul style="list-style-type: none"> Audit report incomplete or indicates inconsistencies in use of federal funds <p>OR</p> <ul style="list-style-type: none"> Budget management practices are inconsistent and lack definition <p>OR</p> <ul style="list-style-type: none"> Program fails to meet 3 of the 4 indicators in the following column 	<p>Program uses effective accounting practices.</p> <ul style="list-style-type: none"> Audit report indicates no deficiencies in accounting practices Budget clearly documents computation and receipt of in-kind contributions and cash receipts Accounting records and audit reports verify that federal funds are not used for indirect costs. Budget reflects sound management and cost effectiveness 	<p>Program provides high level accounting practices.</p> <ul style="list-style-type: none"> Audit report indicates no deficiencies in accounting practices AND a system of checks and balances ensure review accounts at least quarterly. Audit report verifies that federal funds are not used for indirect costs AND a system of checks and balances ensures review of accounts quarterly Budget reflect sound management and cost effectiveness AND a system of checks and balances

SEC 1234 (b)(1)(A) FEDERAL SHARE – Except as provided in paragraph (2), the Federal share under this subpart may not exceed – (i) 90 percent of the total cost of the program in the first year that the program receives assistance under this subpart or its predecessor authority; (ii) 80 percent in the second year; (iii) 70 percent in the third year; (iv) 60 percent in the fourth year; (v) 50 percent in the fifth, sixth, seventh, and eighth such years; and (vi) 35 percent in any subsequent year. (B) REMAINING COST – The remaining cost of a program assisted under this subpart may be provided in cash or in kind, fairly evaluated, and may be obtained from any source, including other Federal funds under this Act

COMMENT: